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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Where we are in Place and Time** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Extends patterns both left and right using objects (with 3 objects, using at least two variables colour and shape). | | | | | | **Skills: Observing,** Application | | | | | |
| **Materials:** Their own bodies and different objects such as chairs, folders, books, etc. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 9 Oct. 15-18** | | | | **Time: 45 min.** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Tell them that they are going to continue extending patterns both sides. | | | | | | | | | | | |
| **Main Activity:** Give them the model and extend the pattern first to the right, then to the left using them and different objects such as chairs, folders, buckets, etc. when the pattern is ready, ask them to read it. Repeat the exercise as many times as you can. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** At the end, teachers can give a model of a pattern using only objects with different colour and shape to extend it both sides with their help. | | | | | | | | | | | |